

NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
SEPTEMBER 12, 2017

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

SUMMARY MINUTES OF THE REGULAR MEETING

(Video Conferenced)

BOARD MEMBERS PRESENT

In Las Vegas

Felicia Ortiz

Robert Blakely

Tonia Holmes-Sutton

Mark Newburn

Elaine Wynn (departed at 2:30 p.m.)

In Carson City

Dawn Miller

Hunter Drost

DEPARTMENT STAFF PRESENT:

In Carson City

Brett Barley, Deputy Superintendent, Student Achievement

Roger Rahming, Deputy Superintendent, Business and Support Services

Dave Brancamp, Director, Standards and Instructional Support

Peter Zutz, Administrator, Assessments, Data and Accountability

Russ Keglovits, Assistant Director, Assessments, Data and Accountability

Greg Bortolin, Public Information Officer

Tracy Gruber, Education Programs Professional

Blakely Hume, Education Programs Professional

Katherine Fuselier, Education Programs Professional

Donna Wix, Education Programs Professional

Megan Hanke, Management Analyst 1

Mary Holsclaw, Education Programs Professional

Andre DeLeon, Education Programs Professional

Karen Johansen, Assistant to the State Board of Education

Shawn Osborne, IT Technician

In Las Vegas

Steve Canavero, Superintendent of Public Instruction

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement

Kim Bennett, Administrative Assistant

LEGAL STAFF PRESENT

In Carson City

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

C. Edwards, Clark County School District
Becca Meyer, Clark County School District
Heidi Arbuckle, Clark County School District
Amy Raymer, Clark County School District
Cory Rountree, The College Board
Dale Norton, Nye County School District
Robert Williams, Nye County School District
Jeff Halsell, Clark County School District
Karina Alvarado, Parent, Clark County School District
Krista Heiss, Clark County School District
Darryl Wyatt, Clark County School District
Doris Watson, University of Las Vegas
Karl Spendlove, Regional Professional Development Program
Cindy Ortiz, Regional Professional Development Program
Barbara Gnatovich, Sierra Nevada College
Chris Cisneros, Boys Town Nevada
Barbara Perez, Clark County School District
Jayne McLorie, Clark County School District
Shannon LaNeve, Clark County School District
Sylvia Lazos, Educate Nevada Now
Kathy Mead, Clark County School District
Mark Schumm, Clark County School District
Raymond Fletcher
Tambre Tondryk, Beacon Academy
Brian Scroggins, State Public Charter School Authority
Joan Jurgensen, State Public Charter School Authority
Dawn Burns, Clark County School District
Christian Marin, Beacon Academy/University of Las Vegas
Jana Wilcox Lavin, Opportunity 180
Karl Kronk, Nevada State Education Association
Kyle Konold, Delta Academy
David Gomez, Nevada Peace Alliance
Caryne Shea, HOPE
Lisa Ramie, Nevada Teachers of Tomorrow
Ben Salkowe, Equipo Academy
Claire Hart, Clark County School District
Bill Hanlon
Imelda Keyer, EKA

Carson City:

Bryn Lapenta, Washoe County School District
Jeannine Bell, Washoe County School District
Sarah Brown, NWRPDP
Kristy Oriol, Nevada Coalition to End Domestic and Sexual Violence
Serena Evans, Nevada Coalition to End Domestic and Sexual Violence
Alison Cadwell, Carson City School District
Erik Jimenez, Academica Connections
Mike Liu
Laney Porter, Washoe County School District
Becky Curtright, Washoe County School District
Allison Combs, Nevada System of Higher Education

The meeting was called to order at 9:00 a.m. with attendance as reflected above.

Public Comment #1

Allison Cadwell, Secondary Implementation Specialist, Carson City School District, stated she supports Item 13 to expedite the implementation of the standards so that districts can begin to move forward to align the new standards and their curriculum.

Kristy Oriol, Nevada Coalition to End Domestic and Sexual Violence, expressed support for Item 13. Her group participated with the Child Task Force on the Prevention of Child Sexual Abuse. She emphasized how important it is for standards to be implemented in the school districts to protect children and provide safety information on the prevention of violence. It has been a collaborative process and she is proud and honored to see the standards that have come through.

Jill Tolles, Assemblywoman District 25, and member of the Task Force for the Prevention of Child Sexual Abuse, stated she could not miss the opportunity to support Item 13. She informed that S.B. 258 from the 2013 Legislative Session was approved unanimously to study the issue of child sexual abuse. The Center for Disease Control estimates that one in four children experience some form of child abuse or neglect in their lifetimes. That statistic translates to 114,000 children in Nevada's public schools. It is estimated that one out of ten victims never disclose their abuse, and 93 percent of the time children are abused by someone they know, someone in a position of trust or authority. Research shows that investing in child abuse prevention programs result in making children less vulnerable targets for abuse, and yield a 19 to 1 savings over the long term cost to society from child abuse. A recent review of 53 studies of school based programs intended to prevent violent behavior concluded the studies provide strong evidence that universal school based programs are effective in reducing violence. Positive results were found at all school levels from Pre-K through high school.

Some school districts had no programs in place. If programs are in place, students can learn what was being done was not right and who to go to for help to stop it from happening again. Much work has been put in this process from the July 2013 first meeting to today. Many people are excited about the implementation of these standards to ensure every child in Nevada hears the message that they have a right to be safe and who to go to if they are not.

Laney Porter, Assessment Specialist, Washoe County School District (WCSD), provided recommendations from WCSD for the development of regulations that prescribe the implementation of the End of Course (EOC) final test in Nevada for public and state charter schools. Ms. Porter reiterated that slide 10 from Item 10 requests action on two points. The first is the percentage of the student's grade and two, the minimum score.

- 1) Washoe supports a percentage range of 10-20 percent as an appropriate weighting for the EOC finals on a student's overall grade for semester 2 of aligned courses.
- 2) The EIC tests in their present form will be administered following the second semester of a yearlong course and the grade will only be applied to the overall grade for semester 2 of an aligned course.
- 3) Washoe County School District does not support a minimum cut score be applied or that any regulation prescribe a minimum cut score to receive credit for a course of study aligned to an EOC test.
- 4) The NDE currently has no plan to collect test data, therefore it will not be feasible to review data from the 2017 school year or revisit the possibility of setting a minimum cut score.
- 5) Washoe County School District supports the views of other districts that requiring a particular cut score in order to pass a course does not support sound grading practices and is not in line with the grading practice for other high school courses. This type of practice is already an option through

NRS 389.171 which allows for credit to be granted for performance on an examination in lieu of course attendance.

Sylvia Lazos, Policy Director, Education Nevada Now, made points from written comments she submitted for the meeting. Ms. Lazos said she is deeply invested in the Zoom and Victory programs. There have been disappointing results from SBAC data, which is a serious setback that deserves attention with analysis and focus. She suggested thoughts should be given to structural and systemic problems as well as management type solutions. Eighty percent of vacancies in CCSD are in Title 1 schools and many, if not most, of the Zoom schools have novice teachers that do not have the ideal mix of the experienced master teacher with a novice teacher. It is a systemic problem and it should be addressed.

Ms. Lazos stated she believes in leadership, and suggested Nevada does not have the best leaders in Zoom and Victory schools. She is disappointed that all the work put into the NEPF resulted in 90 percent of the administrators rated as above average. Progress cannot be made in Nevada unless there is an evaluation system that is honest and accurate. She expressed gratitude to Superintendent Canavero for his dynamic leadership in formulating the ESSA plan. One of the key outcomes was the NSPF evaluation system. She urged the Board to not delay implementation. Nevada's performance is unacceptable. To delay implementation and closing the opportunity gap is a delay in our moral obligation and responsibility to improve the outcomes and the futures of those children that are located in those schools that are one and two stars. Principals need to be under pressure and prioritize.

Becca Myer, Director of Assessments, CCSD listed the following considerations when establishing regulations regarding the EOC test administration, Item 10 on the agenda. With a change to a medium stakes assessment, the EOC should be treated similarly to their current final exams with the intent to inform teacher's instructional practices and support student learning. A composite ten percent is appropriate weighting for the impact of the EOCs on the overall grade for the course. This is alignment with best practices and current grading practices being implemented in CCSD high schools. The data captured through visualization has shown the misalignment of semester grades and student performance on semester exams in many high schools. This data shows a need for aligned assessments coupled with instructional support for teachers to ensure the course expectations mirror the summative expectation. Until the appropriate training and support is provided, it would not be prudent to have a high weighting on the EOCs. Starting with ten percent weighting is an appropriate first step in this transition year. Clark County School District does not agree with assigning a passing cut score to the EOC exams.

To support a balanced assessment system, teachers should be using multiple types of assessments with multiple data sources on multiple occasions to show the mastery of a student tied to their course. Placing a passing cut score on the EOCs to pass the course does not support sound grading practices as no single grade should ever be used to determine the mastery level of a student. We must look at a body of evidence to determine the proficiency level of a student. Schools are in need of direction in how to proceed with level 1 students' and are seeking guidance from the NDE. They support moving students forward in their academic plan if they pass the course yet fail the exam with course embedded mediated opportunities. The EOC should be used as a tool to inform and improve teaching and learning. These medium stake exams should enable teachers to align their instruction to ensure they are providing students the opportunity to demonstrate their knowledge at the depth the standards demand.

Laney Porter, assessment specialist, WCSD, provided comments about the transition of the EOC tests and asked the Board and the NDE to address the following details:

- 1) The regulations need to clarify the purpose for the EOC tests and define the level of test security needed to support the purpose and provide valid and reliable results.
- 2) Once the purpose and the level of test security are determined, then procedures for test administration, scoring, item refresh and development, training, and communication to all

stakeholders can be addressed. Districts, teachers and district representatives are very willing to participate in this process.

- 3) Clarification is needed on the long-term plan for roles and responsibilities for all stakeholders (e.g. districts, state, vendor, schools, and teachers).
- 4) A large scale assessment, whether medium or high stakes, requires a long-term plan for item refresh and development based on the data analysis.
- 5) At this time there has been no proposal or expectation for data collection. If there is no data collection at the state level, the NDE will not have any data comparison to use in making any decisions about cut scores or the impact of their test items.
- 6) Considering tests will be scored at the district level using various scoring and reporting methods, explore the ramifications of decentralizing test administration, scoring and data collection at district level.
- 7) Explore the ramifications of districts administering, scoring, reporting and communicating results in their own locally controlled manner.
- 8) Determine whether students must take courses aligned to the EOC test for a standard or other type of diploma. Determine which courses are required for a standard diploma.
- 9) Rule that students who have already taken an EOC test shall not be required to retake the test, unless they are taking a semester 2 course in which the EOC test is part of the final grade.
- 10) Rule that students who have already taken and earned credit in an aligned course, but have not taken the EOC test, shall not be required to take the EOC test. For example, students moving from out of state or those who did not test previously. Only students currently enrolled in a course aligned with the EOC will participate in the test. We recommend these rules no longer be based on cohort.
- 11) There are currently adult students and high school students that want to graduate that have completed all other graduation requirements and they are waiting on the decisions surrounding EOCs to graduate. These decisions need to be communicated, in writing, to districts as soon as possible.

Approval of Flexible Agenda

Vice President Newburn moved to approve a flexible agenda. Member Blakely seconded the motion. The motion carried.

President's Report

President Wynn stated this meeting is representing an important step forward for Nevada, and it is important to ensure there is continuous improvement across the schools. Two of the governor's important initiatives will be reviewed today, the Zoom and Victory schools. The law requires the Board to review the performance of the programs and take action as necessary. The Board will see the Zoom, Victory and state level results today and as a reminder; September 15 is the statutory date to release school level results.

Superintendent's Report

Steve Canavero, Superintendent of Public Instruction, informed the Board that the NDE has been conducting

regulatory workshops and public hearings, including college and career ready diploma standards, the EOC exams, the NEPF, and more will be coming to the Board in the next few months.

Superintendent Canavero said when the FY18 and FY19 Great Teaching and Leading Fund was approved at prior meetings, board members requested program overviews. That information is summarized in a [spread sheet](#) under the superintendent's report today. He reported that Nevada was ranked as the fourth fastest improving state on student Free Application for Student Aid (FASA) completions and also highlighted that the last three years have seen an increase of over 2,000 students for the end of program participation. That is the final step on the Career and Technical Education (CTE) three-course sequence and a significant indicator that students are staying in and completing their pathway. Passage rates are up from 55 percent in FY15 to over 62 percent in FY17. The certificates awarded are up from approximately 2400 certificates in FY15 to over 4000 in FY17.

Approval of Consent Agenda

- a. Possible Approval of Educator License surrender from Candia Tolbert
- b. Possible Approval of Re-Licensing of 1 Washoe County Private School for a four-year period:
 - Koinonia Day Treatment School.
- c. Possible Approval of Textbooks (NRS 389.880) from:
 - Washoe County School District
 - Clark County School District
 - Lyon County School District
- d. Possible Approval of July 13, 2017 Minutes
- e. Possible Approval of the Special Education Advisory Committee (SEAC) Annual Report
- f. Possible Approval of SEAC appointments:
 - Megan Palmer – Special Education Teacher
 - Dorothy Pomin – Foster Care
 - Laure Bruni – Parent
 - Teresa Michelle McKinney – Parent
 - Leota Tucker – Parent
 - Karen Taycher – OSEP Funded State Parent Training Information Center

Vice President Newburn moved to approve the Consent Agenda. Member Holmes-Sutton noted that the July 13, 2017 minutes reflect that she was in attendance however she was excused from the meeting. Member Holmes-Sutton also noted that when textbooks were listed for approval in the past the support documents included the rubric and the information in the rubric was completed. The evaluation rubric was not included for Washoe and Lyon County School Districts and she was not able to access the support documents for Washoe County School District.

Member Blakely moved to approve the Consent Agenda with the exception of 6c, text book approvals, and with a correction to the minutes reflecting that Member Holmes-Sutton was excused from the July 13, 2017 meeting. Member Ortiz seconded the motion. The motion carried.

Information and Discussion regarding Smarter Balanced and WIDA assessment results. The Board will receive a briefing on the statewide Smarter Balanced and WIDA assessment results, whether Nevada is on track to meet its fastest improving targets outlined in its Every Student Succeeds Act and Strategic Plan, and hear from schools and districts that are demonstrating strong results.

Brett Barley, Deputy Superintendent, Student Achievement, said that for the first time in several years there is growth data for schools. The Every Student Succeeds Act (ESSA) and the strategic plan adopted by the Board include the goal to become the fastest improving state in the nation. Key strategies were identified to achieve that goal. One strategy is making data informed decisions from the NDE down to classrooms. With this data the goal can be implemented to achieve the strategy of being the fastest improving state in the nation. The second was focusing on the lowest performing schools with data about where schools are having remarkable

results and where schools are in need of support.

Peter Zutz, Administrator, Assessments, Data and Accountability, conducted a [PowerPoint](#) presentation about the 2017 results for the Smarter Balanced Assessment (SBAC) Grades 3-8. The presentation included data about:

- Number of students who took the Nevada SBAC
- Statewide proficiency rates by content area
- SBAC ELA student performance
- SBAC math student performances
- School performance
- Consortium states' proficiency rates

Vice President Newburn commented that math proficiency rates drop every year until high school. Unlike English, early literacy is key to success. Once a percentage is set for English, it tends to stay the same through school. Math is not like that, it gets progressively worse every year.

Member Ortiz asked if neighboring states with similar demographics to Nevada are using another assessment that Nevada could compare their performance with. Mr. Zutz responded that statistically it would be an unsound comparison. Member Ortiz inquired whether it would be possible to compare Nevada results to major key performance indicators or information from other states. Some states funding per pupil is almost double Nevada's funding per pupil. She inquired what other factors can be compared to learn what Nevada could do better to get scores closer to other states that are performing at a much higher rate than Nevada. Deputy Barley said he will look in to it.

Karl Wilson, Education Programs Professional, informed the Board that part of the context related to the Zoom schools, is to highlight changes in the scoring related to the WIDA assessment. Nevada uses the WIDA access 2.0 as the assessment for measuring English language proficiency. By law, students who are English learners are required to participate in that assessment on an annual basis. Mr. Wilson conducted a [PowerPoint](#) presentation.

States that are part of the WIDA consortium participated in 2016 with the standard setting process to ensure scoring related to the WIDA assessment aligns with more rigorous content standards adopted by states. Test items have not increased in difficulty, but what students are expected to do for ELA proficiency is a higher expectation. To get the same level of proficiency as the year before, students must demonstrate greater English language competency in their development process. Mr. Wilson highlighted three key areas:

- That the exit criteria Nevada has ensures that students have sufficient academic language to be successful in content areas and that they are not exited prematurely.
- To not have an exit criterion that is so rigorous students are succeeding in content areas and passing those assessments, but are unable to pass the WIDA assessment exit criteria for ELL status.
- Under the ESSA state plan the scores of former English learners would be monitored and included four years after the student exits.

Member Blakely said some of the data indicates that Nevada is moving toward the target to become the fastest improving state in the nation. He asked what can be done about that. Superintendent Canavero said some progress is being made in math but not taking enough ground to become the fastest improving state against our goals. He suggested to identify what and where it is working, and then work with similarly situated schools serving a similar population to support school in the models of where it is working, and then focus efforts on underperforming schools that need the most help.

Information, Discussion and Possible Action regarding Zoom Schools and Grant Program. The Board will receive an update on the Zoom program including but not limited to identification of served schools, school performance, student growth, best practices happening in schools across the state, and its authority to oversee the program.

Deputy Barley explained that outcomes will be shared with the Board and stakeholders about Zoom, one of the longest running programs in Nevada. It passed during the 2013 Legislative Session and there is now four years of data. The presentation will provide an overview of the program, an analysis of Zoom schools, then program performance and learning from those that have remarkable results. The Board has waited to set targets for Zoom in order to align them with ESSA and the adopted strategic plan. Those plans are now approved and for the first time there is growth data for all the schools. Now is the appropriate time to set targets and determine which schools are performing well and which schools are in need of additional support.

Mr. Wilson conducted a [PowerPoint](#) presentation that included a progress report along with potential action on Zoom schools and programs. Discussion included:

- Zoom allocations and funding summary
- Zoom Schools and students served
- 2017 SBAC proficiency rates comparing Zoom schools to Zoom control schools
- Difference in proficiency rates from 2016 to 2017 for math and ELA
- Highest performing Zoom school and schools with Zoom programs
- CCSD Zoom schools implementation summary
- Budget, instructional practices and school services alignment
- Evidence-based interventions for Zoom schools
- Nevada's ESSA plan targets for middle and elementary schools

Member Ortiz noted that many interested people are unable to attend the Board meetings and she requested that more descriptive data is included on the PowerPoint slides for them. Member Miller asked for a list of Zoom and control schools so that easier comparisons could be made by board members.

Ignacio Ruiz, CCSD, introduced Dr. Dustin Mancl, Principal at Rowe Elementary School, an exemplary Zoom school. Mr. Ruiz explained they are aligning their supports and services to the EL master plan at the central level. They are in year two of the five year implementation plan. Dr. Mancl noted they have seen gains in the last few years but there is still a lot of work ahead for their school and community. Gains can be made when working together with teachers, students and parents. They developed a positive school culture and climate as an administrative team by hiring and retaining effective teachers, reducing teacher turnover rate by over 40 percent, providing feedback to students and teachers, and monitoring student academic performance. Students are there to read and do math. Dr. Mancl shared achievement gains from 2016 to 2017. Every year they try something new at Rowe, because the students are different and every year they make adjustments based on how the students are performing. At times education is trial and error and they continue to try and do well, but if something is not working, adjustments and change is quickly made.

In response to an inquiry from President Wynn, Dr. Mancl said Rowe Elementary School is a Title 1, Tier 1 School, and 100 percent of their students qualify for free and reduced breakfast and lunch. Member Ortiz congratulated Dr. Mancl on the phenomenal results at Rowe elementary. She asked how the school organization team (SOT) plays a role in their success. Dr. Mancl responded their SOT reviews curriculum and data, but their number one goal is parent involvement. They believe that the best parents are those that are cheerleaders for students. They get the kids to school every day, encourage them to read, write and do math at home even on week-ends, and when there are parent involved activities they show up and support their school and community.

Vice President Newburn remarked that SBAC aligns with the state academic standards in math and English. He asked if Rowe Elementary has aligned text books to the current standards and if students can take their books home to do homework? Dr. Mancil said yes and added that Zoom has provided classroom libraries for every teacher so students have access to reading material at grade level. They have a computer adaptive program that sets a learning path for each child based on their own independent readiness levels in reading and math. Teachers currently have textbooks for both reading and math.

Mr. Ruiz discussed the Zoom initiative alignment to the master plan for EL success as well as the budget and instructional practices alignment. Mr. Wilson explained the Board has oversight for Zoom, to prescribe a list of recruitment and retention incentives for districts and charter schools.

In 2015 the Board approved a list of recruitment and retention strategies. Mr. Wilson recommended that the NDE review the list and bring an updated list of recruitment and retention strategies back to the board. Member Ortiz asked that when that information comes back to the Board to include statistics about the retention numbers so they can see where the highest needs are and if the recruitment and retention incentives provided in the past are effective.

Mr. Wilson explained the state has authority to establish statewide performance levels and outcome indicators related to Zoom. He reminded the Board that in anticipation of the ESSA plan the recommendation was to not create a separate performance level and outcome indicators and have Zoom schools under the same accountability expectation as all schools. The Board agreed that was the right direction. He detailed the state ESSA plan targets for elementary and middle schools for ELA and math through 2022.

In the external evaluation of the Zoom program was a recommendation that Nevada move towards common assessments to allow for a more effective evaluation of the Zoom program. One of the recommendations to the Board is that common assessments used throughout all Zoom schools and programs are identified. There are interim assessments as part of the SBAC system at the elementary and middle school. They align with the summative assessment students take at the end of the year and with the Nevada Academic Content Standards. Because of the Read by Grade 3 program, all elementary schools use that as a common assessment to measure literacy so students are on track to read by the end of third grade.

Member Miller asked if it is recommended that another assessment test is added to the interim in addition to math. Deputy Barley said no, for K-3 and elementary school it would be the math assessment used now, and early literacy K-3. The 3rd through 8th grade uses the SBAC interim assessments that every school and district has access to.

The next authority outlined in statute is for corrective action when Zoom schools are not on track to meet the state goals for performance levels and outcome indicators. The NDE recommends the following corrective action procedures for Zoom Schools:

- Identification of elementary and middle schools not meeting long term goals and measures of interim progress and not improving at a rate to meet long term goals and measures of interim progress
- Notification to school and district
- Revision of school plan with NDE to implement partnership with evidence based support provider and other evidence based strategies
- Continued unsatisfactory pupil achievement results in possible withholding of future Zoom funds.

President Wynn commented that the last bullet becomes a pejorative against children. If the adults are not successful and that results in a school having funds withheld, it does not help. She expressed concern about committing to the last bullet and what the action should be instead. It is an accountability statement that would be held up to the school as a worst case scenario, but it would be preferable to find other options to deal with the first three bullet points.

Member Ortiz echoed President Wynn's comments. She also expressed concern about withholding funds for the children. Superintendent Canavero underscored *possible withholding*; and said he shares the concerns expressed. He suggested at the end of the day, sometimes withholding funding can animate personnel changes that need to take place that if absent may continue the failure cycle. The ultimate responsibility is to ensure the program moves forward.

Member Holmes-Sutton suggested that money could be withheld or suspended if corrective action is not being taken rather than unsatisfactory student achievement results. Superintendent Canavero said instead of stating *continued unsatisfactory pupil achievement results in possible withholding of future Zoom funds*, instead state ***continued unsatisfactory progress on the corrective action plan may result in the possible withholding of future Zoom funds***. Member Holmes-Sutton agreed to that language.

Member Miller inquired about the targets for elementary and middle school and whether students who have just come in with no language in the first year are not tested or will not be counted in the percentages. Mr. Wilson said that is correct. In Nevada's ESSA state plan, all students are assessed in the first year, but those scores are not included for accountability. That is specific so that when students have been in Nevada two years, growth can be seen in individual student performance.

Vice President Newburn moved to adopt the performance levels and outcome indicators, common assessments, and corrective action procedures recommended by the Department with an edit to the fourth bullet as recommended by Superintendent Canavero:

- **Identification of elementary and middle schools not meeting long term goals and measures of interim progress and not improving at a rate to meet long term goals and measures of interim progress**
- **Notification to school and district**
- **Revision of school plan with NDE to implement partnership with evidence based support provider and other evidence based strategies**
- **Continued unsatisfactory progress on the corrective action plan may result in the possible withholding of future Zoom funds.**
- **Member Holmes-Sutton seconded the motion. The motion carried.**

Information, Discussion and Possible Action regarding Victory Schools and Grant Program. The Board will receive an update on the Victory program including but not limited to identification of served schools, school performance, student growth, best practices happening in schools across the state, and its authority to oversee the program.

Deputy Barley informed the Board that Victory has been in existence for two years and the presentation will include an overview of the program, an analysis of Victory school performance, and a recommended motion to the Board based on its authority under the Victory law and the recommendations of the external evaluator.

Mr. Wilson introduced Susan Ulrey, Education Programs Professional, and conducted a [PowerPoint](#) presentation regarding the Progress Report and Potential Action on Victory Schools. The Victory school program came into existence in the 2015 Legislative Session by S.B. 432 and was updated in the 2017 Legislative Session by A.B. 447. There are 35 schools in five districts (Clark, Elko, Humboldt, Nye, and Washoe) that receive the Victory school designation and funding. The main goals of A.B. 477 are:

- Students are able to read at or above the 3rd grade level by the end of 3rd grade;
- Students are prepared to engage in a rigorous high school curriculum by the end of 8th grade, and
- Students graduate from high school ready to succeed in college or a career.

The presentation continued and informed about:

- Victory school strategies;
- Victory allocations;
- Smarter Balanced proficiency rates for Victory schools;
- Evidence-based interventions for Victory Schools;
- The Board's oversight authority and corrective action procedures.

In response to an inquiry from Member Ortiz regarding tracking the programs and funding being used by each school, Mr. Wilson responded that part of the annual report is specific reporting of the programs and services that were implemented in each Victory school and how much funding was spent. That allows the calculation of per pupil spending for the specific programs and services implemented.

Deputy Barley highlighted that there has been \$75 million spent on the Victory program over the last two years, \$125 million spent on the Zoom program over the past four years and now \$70 million from S.B. 177 funds for economically disadvantaged kids and kids learning the English language. This is approximately \$275 million spent in service of student populations that need additional support.

Ms. Ulrey read a prepared comment from Principal Watson about the achievement levels of Fitzgerald Elementary School regarding the achievement levels at his school. He contributes the achievement to targeted interventions, grade level departmentalization, implementation school wide and the dedication and commitment of his teachers to provide quality instruction. Those are the primary factors that made the tremendous growth at this school. He is pleased with the SBAC growth data for the 2016-17 school year and fully expects to see further increases in student achievement in ELA and math this year.

Ms. Ulrey introduced Dr. Darryl Wyatt, Principal, Woolley Elementary School, CCSD, which is one of the Victory schools that had great improvement. He discussed many of the programs he put in place at his school. Woolley elementary saw over a ten percent gain in ELA on the SBAC and over an eight percent gain in math from 2016 to 2017.

Dr. Wyatt said he began the process by having parents completing a needs assessment for their child. Victory funds have provided over 200 desktop computers, 240 laptops and 200 iPads for student use and a humanities teacher works with developing the technology of students. It is important for students to know how to use the technology so when they take the SBAC test they will be tested on content knowledge rather than whether they know how to use the functions of a computer. Dr. Woolley informed about the various ways Victory funds have assisted teachers with their instruction in the classroom. Teachers have been able to attend national conferences to bring back best practice strategies and techniques to share with their colleagues. Victory funds have been used to purchase a social worker to work with families to try and alleviate a child's outside of school stress which may hinder their learning. Woolley Elementary School has added ten full extra days of school in the summer.

Karina Alvarado, Parent, Woolley Elementary school said her son has attended Woolley Elementary for two years and is now in 6th grade. Her son has done very well at Woolley and his teachers have done a great job. His teachers have always helped him whenever he needs assistance. His English vocabulary has expanded and he has flourished with the support of everyone at Woolley.

Vice President Newburn asked Dr. Wyatt what is and is not working in the program. Dr. Wyatt said the teacher's knowledge about what the standards are asking of students and the opportunity to dig into the standards and work collaboratively with other teachers works well. It is also the flexibility and attitude to understand these comprehensive programs are not the end all and be all, they need to reach out and pull in other resources to get the skills taught at the right level. Board members posed further questions to Dr. Wyatt about success at Woolley Elementary.

Ms. Ulrey introduced Mr. Robert Williams, former Principal, Amargosa Valley Elementary School, Nye

County School District and Mr. Dale Norton, Superintendent of Nye County School District. They are in a rural school district providing a perspective to the urban school, Woolly Elementary, located in Las Vegas.

Superintendent Norton explained that Nye County School District is the largest school district in the United States with 18,000 square miles. They are striving to be the fastest growing district in Nevada. Amargosa Valley is located 45 miles northwest of Pahrump or 100 miles northwest of Las Vegas. It is a remote rural school, one of many in Nye County School District.

Mr. Williams provided background information about Amargosa Valley Elementary school which is a Pre-K through 8th grade school. Victory focuses on elementary schools, but Amargosa is one campus with 180 to 210 students. There is one teacher per grade level with no specialty teachers or supplemental classes. It is a mining and agriculture community; most parents work at a large local dairy and they are migrant or immigrant workers. It is over 95 percent free and reduced lunch, Hispanic and EL, and 100 percent of the students are bused. It has been a low performing school in Nevada, in the bottom ten percent, for over a decade.

Mr. Williams started there as a head teacher in 2013. Victory school funds became available in 2015 to current. It is a Title 1 school that has Victory funds, SIG funds and Focus funds providing flexibility in finance opportunities they needed to grow. The journey started in 2013 knowing the learning culture needed to be changed first. The idea was adopted that failure is not an option; no kid on campus is going to fail to learn. It was a challenge for some of the staff who had been there many years. Staff started by communicating with parents and every communication that went out of the school was bi-lingual. Student attitude towards language was changed and both Spanish and English were spoken at school. Every kid comes to school with a different background and setting but all are treated equal and with respect. Expectations were set for behavior.

Funding was used to support a counselor from the SIG grant and a parent involvement coordinator was hired. Finding bilingual employees was difficult. Funding was also used on technology; Amargosa was the first school in Nye County to be a one-to-one Chromebook school. Technology was used to provide materials in both English and Spanish. The mission of the school is Everyone Learns Every Day. Strategies were implemented that would be effective for EL students across the board in every classroom.

Mr. Williams conducted observations and had conversations with teachers. Being a teacher in a school like Amargosa, a Victory school, is very hard work. Every year teachers left before the end of the school year. Curriculum was developed from programs they had invested in such as Everyday Math, and The Wonders programs. Focus was on what is it we want kids to learn, how are we going to know if they learn it, what are we going to do when they don't and what do we do when then already learned it. How do we reach the high performing kids? Goals were set and the school held celebrations when they were reached. Amargosa School has grown ten percent year over year meeting growth expectations.

President Wynn thanked Mr. Williams for such a positive and encouraging report. Board members expressed gratitude and appreciation for the accomplishments at Amargosa Valley Elementary School and asked clarifying questions.

Mr. Wilson discussed the recommended motion with the Board. President Wynn stated the Board is offering the same language to address the possibility of withholding future Victory funds that was used for Zoom schools.

Member Blakely moved to adopt NDE's recommendation for corrective action procedures:

- **Identification of elementary and middle schools not meeting long term goals and measures of interim progress and not improving at a rate to meet long term goals and measures of interim progress**
- **Notification to school and district**

- **Revision of school plan with NDE to implement partnership with evidence based support provider and other evidence based strategies**
- **Continued unsatisfactory pupil achievement results in possible withholding of future Victory funds.**
- **Continued unsatisfactory progress on the corrective action plan may result in the possible withholding of future Victory funds.**
- **Adopt long term goals and measures of interim progress for economical disadvantaged students as performance measures to evaluate student achievement at Victory Schools**

Vice President Newburn seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the transition of End-of-Course Exams from high stakes graduation requirement to medium stakes statewide final exam. The Board will receive an update on changes to Nevada's End of Course Exams as required by Assembly Bill 7 from the 79th Session of the Nevada Legislature. The Board will hear, and may act upon, recommendations related to the percentage of a student's grade in the associated course the exam should count for and whether or not to establish the minimum score a student must obtain to pass the course.

Deputy Barley explained that A.B. 7 from the 2017 Legislative Session was the NDEs Every Student Succeeds ACT (ESSA) implementation bill. The NDE has been working with districts for a smooth transition from the High School Proficiency Exam (HSPE) to an End-of-Course exam.

Peter Zutz, Administrator, Assessments, Data and Accountability explained that the EOCs were transitioned out of the High School Proficiency Exams (HSPE) and were first offered in 2015. Mr. Zutz conducted a [PowerPoint](#) presentation regarding the proposed transition of the Nevada EOC examination and the transition from a high stakes graduation requirement to a medium stakes statewide exam. The courses for which EOCs are offered include English grade 10, Algebra-Math 1, Geometry-Math 2, Algebra-Integrated Math 1 and Geometry – Integrated Math 2.

Assembly Bill 7 specifies:

- The State Board **shall** adopt regulations that prescribe the: (a) Courses of study for which an end-of-course final must be administered; and (b) Amount, expressed as a percentage of the pupil's overall grade in the course of student or other weight, that the end-of-course final must comprise when determining the overall grade of a pupil in the course for which the end-of-course final is administered.
- The State Board **may** adopt regulations that prescribe the minimum score a pupil must attain on an end-of-course of study for which the end-of-course examination is administered.

Mr. Zutz clarified that science will not become a district administrated EOC examination; rather it will remain the high school administered science examination in the federally reported high school science examination. It will be considered participation only. A status update on the proposed transition of the Nevada EOC exam was provided.

Vice President Newburn said in 2013 when the Legislature moved from the proficiency test to the EOC test it was centered on signals the state was sending the rest of the education system about the direction they were going. For some reason, there was a notion that there would not be a science test and the science community informed that districts were looking at moving resources out of science. At a meeting, Beth Wells begged to not drop the science test because it was signaling that science was not important. At the same time Nevada was making a move to diversify the economy towards a STEM innovation economy.

The state was moving one way but education was about to move in the opposite direction. This was compounded because the school performance framework did not include science and science was

disappearing from elementary school. This was a huge item for the SBE in 2013-2014. Things are different now, the signals are different now. There are some recommendations coming from the High School Graduation Requirements Committee to move science from two credits (audio difficulties) on the standard diploma. There are sufficient signals that STEM fields are important and this will not suddenly cause a shift of resources. He stated that he would like the NDE, when scores from the test are available in about a year, to re-visit this to see if there is a major drop in the scores for the federally reported test and whether an inappropriate signal was not sent. Mr. Zutz agreed. The presentation continued with a status update on the proposed transition of the EOC examination. Paper and pencil testing versus online testing was discussed.

Mr. Zutz responded to questioning from President Wynn stating that since this bill was signed into law and understanding how best to meet the scoring and reporting needs of the district, this would be administered as a two semester course in the spring. The paper and pencil as well as the online materials would be available all year long. There is flexibility with the paper and pencil. Paper and pencil materials can be provided to the districts to be on hand all year long and the essay question for the ELA arts written response is available all year long. He is working with the vendor to shorten the scoring window for the written response so those can get back in time to be associated with multiple choice scores and recorded in the grade book for the final course grade.

President Wynn stated that she has always had concerns about the subject of testing. It is complicated enough that she expressed discomfort at not having enough information about the research that has been done on what happens to students that take the test online versus the paper and pencil results. There has been discrepancy in both of those for reasons that have been established and explained, but can still show up if kids are not tested in the same methodology. She questioned making a decision today. There are also concerns about capacity and she asked if there is time sensitivity for a decision.

Superintendent Canavero responded her concerns are consistent with district superintendents as Nevada transitions from an administered high stakes EOC to basically statewide final exams. District superintendents have concerns about logistics and how they access the final exam to ensure that the scoring is consistent across districts? He explained a regulation workshop was held and today the Board's guidance is being sought about the *shall* and *may* language. He said President Wynn's concerns are valid and the regulation will come back to the Board for the public hearing. The big discussion about the transition to the final, paper and pencil, score by the vendors, is the recommendation by the district superintendents as the discussion continues in the regulation process.

President Wynn responded there needs to be a feeling of security and validity about the scores. The scores are derived from the test taking and taking the test has multiple parts. Superintendent Canavero said the role of the state in identifying the valid and reliable aspects of a state assessment are relaxed based on medium stakes and that it is administered and scored at the district level. The consideration of the online aspect for the vendor to score was to address the concern about the variability and writing the student assessment. Districts were more comfortable having that aspect scored externally to ensure reliability in scoring. President Wynn added it is the paper and pencil versus the online test that has her concerned. She asked to stipulate the test is equitable and measures everyone in the same way, what is the *shall* and the *may*? The Board is being asked to accept the first condition when she is not comfortable that has been guaranteed.

Member Ortiz said since this is going from a high stakes to a medium stakes, and now administered and scored by the district, does that mean the financial responsibility falls on the district in servicing? Superintendent Canavero said because the EOCs are already built, they will be leveraged as being the first statewide finals.

Vice President Newburn said moving to a medium compensatory model was one of the SBEs recommendations and former board member Holbrook went to Tennessee to discuss how they were administering the test. They spent a lot of time ensuring that the test counted as 20 percent, and that the

teacher would inflate the class grade by 20 percent. Time was spent to use the test as a way to detect when that occurred and calibrate the teachers to set their expectations to what an in class grade would be because the in class grades tended to become norm referenced over the students coming to that teacher's class. Back reporting was used to help keep the validity of the test and help train teachers to get more cross state calibration in their grading.

Deputy Barley stated as a locally administered and scored EOC exam, information would be held at the district level. It is not scheduled to be included in the star rating system. Regarding some kids taking the test online and some kids taking the test paper and pencil, he said all kids will take the test with paper and pencil and all kids will take the English writing portion of the test online as a response to district feedback to get the scores back quickly. President Wynn said Deputy Barley just explained away her main concerns.

Member Holmes-Sutton stated she is concerned about setting a minimum score based on her daughter's experience. Deputy Barley responded one of the goals for the change to the medium stakes assessment is bringing the assessment and rigor of the content area closer to teachers. The goal is that the content taught in class is vertically aligned with the standards being assessed on the EOC finals.

Member Ortiz informed that she was part of the EOC test course setting committee last year. Teachers in her group said the curriculum in their classrooms was not necessarily aligned with the standards. She said her godchild in 6th grade does not have any textbooks and because of that his parents are unable to help with his homework. The teacher explained to her that the textbooks are old and not aligned, and they have not been able to afford new textbooks. She noted that the curriculum needs to be aligned with the standards, and the schools need to have the curriculum and teachers get enough professional development to teach to the curriculum. Feedback from teachers indicates that they have not had enough training on the new standards to teach to them properly.

Superintendent Canavero explained this year will be spent working with districts about issues raised for the regulation and the transition to the EOC final. It will not be until next year that the EOC final and the percentage of the grade, and the regulations are formally adopted. There will be a full year to begin working with districts and support teachers. In response to concerns expressed by member Blakely regarding setting a minimum score, Deputy Barley said there will be no recommendation for a minimum score based on feedback received from districts.

Mr. Zutz walked the board through the remainder of the presentation regarding what percentage of a student's grade this will be for kids taking these assessments in 2018-2019. He researched how other states handle their EOC examinations and provided information about other states and the percentage of the course grade the EOC goes towards. Mr. Zutz explained that Board action is to consider what percentage this test will be of a student's grade. The recommendation is 20 percent.

Member Miller expressed concern about the 20 percent. She noted that because this is a test where there is uncertainty about alignment, a child that is 100 percent in all classes doing all the required work and turning in all required work at a high school level, might possibly be knocked out of contention for many things, including honors, with a score of 20 percent. The fact that the alignment is not good creates a concern about taking a 100 percent child out of contention for other things they have been working towards.

Deputy Barley explained that 20 percent was the lowest number being used in other states across the country and they were uncomfortable bringing a number to the board that was out of that range.

Vice President Newburn said as part of the EOC committee they saw that states walked this number up over the span of a couple of years. It started low at 10 percent realizing it was a new experience and that slowly it would increase to 15 percent, then 20 percent giving time for adjustment. He concluded 20 percent is the right number long term, but given past experiences, the first test is not going to be a stellar experience and this would allow time to smooth out the bumps. Member Blakely concurred.

Vice President Newburn moved that the percent of student grade will gradually walk up over three years. The first year will be 10 percent of the student's grade, the second year 15 percent and the third year 20 percent of the grade. Also the minimum score will not be set today and instead allow the Department of Education another year to review the data. Member Blakely seconded the motion. The motion carried.

Member Ortiz moved to approve the requested proposed transition of the Nevada End-of-Course Examination:

- **EOC Math 1 – algebra 1 or an equivalent course**
- **EOC Math II – Geometry or an equivalent course**
- **EOC Integrated Math 1 – Integrated Math I or an equivalent course**
- **EOC Integrated Math II – Integrated math II or an equivalent course**
- **EOC ELA – English 10 or an equivalent course**

Member Miller seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding approval of fields, trades or occupations for which funds may be awarded for the development and implementation of work-based learning programs in consultation with the Governor's Office of Economic Development (pursuit NRS 389.167)

Bob Potts, Research Director, OWINN, provided an overview of what he presented at the April meeting and his in demand occupation analysis. Information was provided about the major industry sector jobs in Nevada including their location quotient and the percent above or below the national average. Mining and tourism are above the national average and all other sectors are below the national average. The goal is to diversify the economy so it is more sustainable and resilient. Data and information is collected in a systematic way on a regular basis, so the information can be used to look at what occupations are needed to grow along with the staffing, education and training required.

Roughly 50,000 job posting websites are scraped every day to look at what people are currently posting. Taking the past and projecting it into the future, and adding local knowledge is the data that takes care of the traditional and foundational industry. It takes past patterns and projects them into the future; where we want to go, where we are right now and taken where we have been and rolling those three together. STEM scores were rolled in and then added to job openings and labor turnovers for a consensus ranking for the top 30 occupational groups out of 94. The analysis talks about where we have been, where we are and where we want to go. It helps provide reliable guidance in work-based training in workforce development and education.

Superintendent Canavero clarified that action today on this item is consistent with S.B. 66 which established work-based learning experiences and a work-based learning pilot. It requires that those work-based learning programs are aligned to the in-demand industry. Action today would be taking the thirty new and historic occupation group rankings for 2017 to help guide the work-based learning pilots towards these in-demand industries.

Member Ortiz asked what the biggest movement was that stuck out and what needs to be focused on. Mr. Potts said for the most part there was little movement from 2016 to 2017. At the top is health care occupations, computer IT occupations, and business operation. There was only one occupation that stood out and that was farm laborers.

Member Blakely moved to approve the list of the top 30 New and Old Occupation Group Ranking 2017. (See list below)

Top 30 New and Old Occupation Group Ranking - 2017

Health Diagnosing and Treating Practitioners	1	1
Other Production Occupations	2	3
Construction Trades Workers	3	4
Health Technologists and Technicians	4	2
Other Installation, Maintenance, and Repair Occupations	5	5
Metal Workers and Plastic Workers	6	6
Engineers	7	7
Business Operations Specialists	8	8
Other Management Occupations	9	9
Computer Occupations	10	10
Counselors, Social Workers, and Other Community and Social Service Specialists	11	11
Information and Record Clerks	12	13
Material Moving Workers	13	12
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	14	14
Drafters, Engineering Technicians, and Mapping Technicians	15	16
Financial Specialists	16	17
Life Scientists	17	18
Preschool, Primary, Secondary, and Special Education School Teachers	18	15
Art and Design Workers	19	19
Textile, Apparel, and Furnishings Workers	20	20
Social Scientists and Related Workers	21	23
Material Recording, Scheduling, Dispatching, and Distributing Workers	22	22
Operations Specialties Managers	23	21
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	24	24

Other Healthcare Support Occupations	25	29
Extraction Workers	26	25
Life, Physical, and Social Science Technicians	27	26
Assemblers and Fabricators	28	27
Other Office and Administrative Support Workers	29	28
Plant and System Operators	30	34

Member Ortiz seconded the motion. The motion carried.

Information and Discussion regarding the Nevada School Performance Framework. The Board will receive a briefing on the updated Nevada School Performance Framework (NSPF) designed to comply with the Every Student Succeeds Act.

Deputy Barley conducted a [PowerPoint](#) presentation regarding the Nevada School Performance Framework (NSPF). This framework is based on becoming the fastest improving state in the nation. Background was provided about the path to realign expectations moving from 2010 to 2017 where there is the launch to realign the NSPF that honors high expectations for students. There was new policy and funding to support Pre K - 12 Education and there is a three phased approach to implementation this year with the districts and stakeholders:

- Phase 1 – 2017 Data Transparency
- Phase 2 – Education on NSPF 2.0
- Phase 3 – Release Informational Star Rating

Deputy Barley reviewed a chart showing 100 students across the state representing student population. Kids are being lost at every critical transition in their education. By the time they hit third grade less than half the kids are proficient or on track for 3rd grade literacy. At 8th grade about a third of the kids are on grade level, and at graduation less than 20 percent are prepared to take non-remedial classes at a Nevada institution of higher education. Information was provided about realigning expectations for student success and holding Nevada schools accountable for success. The star rating was discussed and highlights schools that are successfully educating students, closing opportunity gaps and setting a high bar for student achievement. The history of the NSPF past to present was given. The components of the 2017 NSPF include:

- Commitment to all students
- English Language proficiency
- Emphasis on student growth
- Student engagement
- Highlight college and career readiness

Deputy Barley continued to provide further information about the process, the components, the commitment to equity and ensuring families and students have all the information. Every parent in the state that has a 3-8th grader who took the SBAC assessment or had a student that took an EOC exam should have a score report that for the first time tells parents how their student did compared to their school, their district and the state. It will provide them with resources to support their further development in ELA and Math skills. On the backside of the score report it will show their growth over years. A new bar will be added to the score report every year and this year they will be able to calculate a years' worth of growth.

Vice President Newburn commented that at the last board meeting there was public comment from districts regarding changes they would like. He asked to hear what the issues are between the NDE and the districts, and the reasoning behind the NDEs position on the differences. Superintendent Canavero responded today we may hear some concerns following the release of the preliminary data set in August for a 30-day review. At that time Deputy Barley mentioned two of the big issues the Advisory Group weighted in on since the August 15 first release and guiding the NDE to resolve the concerns was at first a pivot from the finish to the start line. The August 15 release looked at our position relative to a 2022 finish line, which were a dramatic view and maybe a step too far to be able to communicate what that

The Advisory group has provided some direction with feedback from district superintendents; two district superintendents sit on that advisory group. The direction and technical details being worked out will see broader support at the end for the fairness of the framework.

Information, Discussion and Possible Action regarding the standards adoption process, the revised Health Standards, and the revised Social Studies Standards. The Board will hear a recommendation to include an additional step in the standards adoption process that will expedite the implementation of standards while the standards are codified in regulation. If the Board agrees with the recommended process then the Board may approve the revised standards for Health and Social Studies.

Superintendent Canavero provided a brief overview of the standard adoption process. The standards adoption process is required by NRS 389.520. The process first requires that the standards are established by the Academic Standards Council and then they are adopted in regulation by the Board. The standards are placed into regulation with workshops and public hearings, with timelines for legal language to be transmitted back and forth from LCB. It is not being proposed to remove that regulatory process.

The Board is being asked to adopt the standards in advance of that month's long process and then bring the regulations back in order to begin their implementation. In advance of the legal language, the standards are in the teacher school format today. Adopting them today allows the field to begin implementing the standards while the formal regulatory process is on its parallel path. The public hearing will come back to the Board for comments and adoption.

The standards today are for social studies, including the multi-cultural strand and the addition of personal safety to health and fine arts. If it goes according to the regulatory plan, they could be adopted today in their teacher-school format, and the Board would likely see them again in legal language during the winter.

Member Ortiz moved to approve the Revised Health and Social Studies Standards in the current teacher format and they will come back in a Public Hearing for formal adoption at a State Board meeting. Member Holmes-Sutton seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the Q3 FY17 Class Size Reduction variance report for submission to Interim Finance Committee (NRS 388.700). The State Board shall, on a quarterly basis, submit a report to the Interim Finance Committee on each variance requested by a school district pursuant to subsection 4 during the preceding quarter and, if a variance was granted, an identification of each elementary school for which a variance was granted and the specific justification for the variance.

Roger Rahming, Deputy Superintendent, Business and Support Services, informed the Board this is an item that is repeatedly on the agenda regarding each variance requested by a school during the preceding quarter. If a variance is granted, each elementary school and the specific justification for the variance are to be included. Embedded in the report are the identified elementary schools for which the variances are requested as well as the justification of the variances. Before asking for approval of this report to be submitted to the Interim Finance Committee, there are possible changes coming that are important to discuss.

In 2018 the alternate program will be measuring grades 1-3 and 4-6. During the 2017 Legislative Session there was language that all programs will be funded at the student teacher ratio level associated with the type of program implemented by the district. In the past the standard was 17-1 for first and second grade, and 20 to 1 for third grade. The surplus dollars would be used for 4th, 5th, 6th grades. The language is more prescriptive, now each school or grade level is funded. That means 1-3 grades is 22 to 1, and 4-6 is 25-1. When this is put in place, many on the alternate program will not see as much money. The plan for the NDE is to phase this in, release guidance memos, and then do this for FY19, in FY18 this would be a shortening. That was a decision the NDE wanted to make to give districts room to make a decision.

Another change in the report will be a quarterly expenditure report to look at where the dollars are going and to ensure the dollars sent out were spent for CSR. These are some of the changes that will be implemented in 2018 reporting and the new alternate plan in 2019.

These numbers will only increase with the financial challenges two of the larger school districts in the state have. She asked whether the state has the ability to do something about it. Vice President Newburn said he has heard this question asked three or four times before. The Board made a decision at one point to not grant variances for one and two star schools, and the districts are supposed to have plans to address their variance issues. The districts are asked to do more and more with less.

Superintendent Canavero said in years past the Board created a priority for CSR variances and suggested a more in depth item for the Board about CSR in the future. Member Ortiz requested a CSR item in the future and she asked about a bill passed in the last legislative session regarding setting class size mandates for grades 4-12. Superintendent Canavero responded that Assemblywoman Miller passed a bill for non-binding recommendations for setting class size student-teacher ratios from K-12. He has been communicating with her about developing the non-binding recommendations that will be brought to the Board.

Vice President Newburn recognized some of it is the fact that students do not show up at schools in precisely dividable numbers of class size. It is a realization that there will not be multiples of 21 that show up, sometimes they end up with a couple of extra students and need to ask for a variance, or hire a new teacher.

Member Blakely moved to approve the Class Size Reduction report. Member Holmes-Sutton seconded the motion. The motion carried.

Vice President Newburn announced that the Board will return to Item 6, Approval of Instructional Materials. The WCD rubric is posted online and now can be considered for approval. Superintendent Canavero explained the WCD information has been available on the website for a week, and a glitch in accessing the materials has been clarified. Action for WCD will be considered. The NDE will work with Clark and Lyon County School Districts to make their rubrics available online.

Member Holmes-Sutton moved to approve Washoe County School District instructional materials request. Member Ortiz seconded the motion. The motion carried.

Future Agenda Items

Member Ortiz requested a future agenda item on Classroom Size Reduction reporting.

Public Comment #2

Jana Wilcox Lavin, Opportunity 180, stated that given comments today in review of the HSPE framework, she reiterated the importance of having a transparent and honest data system to support families, schools and policy makers in making the right decisions for kids and encouraged the NDE to explore ways to ensure the framework is honest and a reflection of the performances. She congratulated the schools highlighted today for their outstanding performance and their improved student outcomes. She called out Fitzgerald and Armargosa schools for their improvements and said they are waiting for

the Shining School Stars, and high performing high poverty schools which will help set an example of what is possible for all kids. She is looking forward to celebrating those schools.

Ray Bacon, Nevada Manufacturers Association, commented on the ACT data that came out this morning. The scores are terrible and the message he has received is that the kids take this test as a matter of “it is not going to count as far as graduation, and will not show up on transcripts, so it is not important”. Nevada is considerably behind Mississippi and is the last in the ratings. Mr. Bacon suggested this test becomes a test of consequences, whether that means when the results come back students who do poorly on the test must do some mandatory remediation, or something else. The message that this test is meaningless could part of the poor scores and if it is not part of the poor scores then there is a bigger issue. It is a major black mark on Nevada and we need to figure out how to make it better. He suggested the National Career Readiness Certificate test (NCRC) test which directly relates to employment.

Raymond Fletcher shared some facts. He is one of 150 people in the world with his disability, and he knows what is like to be bullied, belittled and put down. Because of this he said he connects very well with students. He moved from Indiana as a substitute teacher and after coming to work for CCSD he said he has been bullied by staff. He is working on his alternative route to licensure (ARL) and has one more test to take and then he will become a long term substitute. He said there are no consequences for bad behavior or language in the classroom. He provided examples and said he was terminated for trying to hold the kids accountable. Mr. Fletcher asked where and how teachers are taught to deal with bad behavior and profanity in the classroom. Someone needs to look into what is going on in the districts because good people are getting fired from their job.

Laney Porter, Assessment Specialist, WCSO, added the following public comment:

In light of statements made during this meeting I would like to add comments and questions on two agenda items.

- 1) Regarding item 10, it was stated that the EOC transition is a year out. We would like to point out that according to all information received by districts to date the change is already in effect and the EOC tests have been downgraded to local scoring for spring 2018 or as soon as the materials are made available as we will have need to administer the tests this fall. We ask for clarification from Superintendent Canavero on his comments about the transition and it would be helpful to receive a map of the transition showing how the EOC tests will be administered this year and which students will be required to take the EOC tests.
- 2) Regarding Grade 10 Science, mentioned in item 10 (EOC transition) and item 12 as part of the NSPF, it's important to note that the Science EOC test taken in spring 2017 was aligned to Life Science standards typically taught in high school Biology courses. In Washoe and most other districts, the majority of ninth (9th) graders and a number of accelerated eighth (8th) graders participated in this test (Science EOC exam) this past spring (2017). Will data from the spring 2017 administration of the Science EOC be used in the 2018 NSPF calculations, or will these same students who took the Science EOC test take the same test in their 10th grade year? And, as we continue forward, is there a plan to include other areas of science and to align the 10th grade Science test with what is typically learned in science through grade 10?

The meeting was adjourned at 4:20 p.m.